

The impact of parents education, parents income, teacher education and locality of school on students relinquish school during primary level in DG Khan district

Ahsan, Sunila; Iqbal, Nadeem; Farooq, Nosheen

Veröffentlichungsversion / Published Version

Zeitschriftenartikel / journal article

Empfohlene Zitierung / Suggested Citation:

Ahsan, S., Iqbal, N., & Farooq, N. (2015). The impact of parents education, parents income, teacher education and locality of school on students relinquish school during primary level in DG Khan district. *International Letters of Social and Humanistic Sciences*, 54, 40-44. <https://doi.org/10.18052/www.scipress.com/ILSHS.54.40>

Nutzungsbedingungen:

Dieser Text wird unter einer CC BY Lizenz (Namensnennung) zur Verfügung gestellt. Nähere Auskünfte zu den CC-Lizenzen finden Sie hier: <https://creativecommons.org/licenses/by/4.0/deed.de>

Terms of use:

This document is made available under a CC BY Licence (Attribution). For more Information see: <https://creativecommons.org/licenses/by/4.0>

The Impact of Parents Education, Parents Income, Teacher Education and Locality of School on Students Relinquish School During Primary Level in DG Khan District

Sunila Ahsan¹, Nadeem Iqbal², Nosheen Farooq³

¹Student M.Phil(Education) Indus International Institute D.G.Khan

²Faculty of Management Sciences Ghazi University DG Khan

³Faculty of Social Sciences, Indus International Institute DG Khan

E-mail address: drnadeemiqbal1@gmail.com

Keyword: Parents Education; Parents Income; Teacher Education; Locality of School; Students Relinquish; Multiple Regression; Primary Level of Education

ABSTRACT. In this study, reasearcher examined the impact of parent's education, parents income, teacher education and locality of school on students relinquish school during primary level .The study data was collected from different urban and rural areas of D.G.Khan schools.The study used the multiple regressions to analyze the effect of parent's education, parent'sincome, teacher education and locality of school on students relinquished school during primary level of education. This research findings show that parent's education, parents income and teacher education were significant and locality of school was insignificant . It is concluded that parent's education, parents income, teacher education are affected to students relinquished school during primary level in the districtand locality of school has no affect on students relinquish school during primary.

1. INTRODUCTION

It is generally accepted that education is the backbone of the any society for growth and development. So it is considered that every child has the right to get education and become fruitful element of the society. So everyone has right to achieve it everytime. It is observed that every society is developed through education. Education is the main pillar of any society (Adams,1998). Primary education is the initial level of all educational systems.It is responsibility of the state that every child should be able to complete the course of primary education. Primary education is the first step of compulsory education. Primary education is the most basic formal education and is value very highly for preparing teamers for secondary education,World of work ,scientific and technical knowledge. Basic education enhances the human capital development which is basic element of income generating activity. It is observed that education is negatively correlated with poverty. Parents education provide a “better” environment for their children to continuous education. If the influence of parents' level of education and parents income on student than outcomes might be best (Joan M. T. Smrekar C W ,2009).Higher level of parents literacy and income developed in their child social or problem solved skills and he reached successfully in a school .The low parents income directly negative impact on students educational achievements.Parents education and parents income have main position in child educational life but researcher dose not ignored the importance of teacher education & locality of school. School poverty is distribe the students education. Students in urban areas have better academic outcomes than rural areas but researcher saw the relinquishment continued in urban & rural areas. Teachers education and school quality have very strong impact on academic achievement or continuity among pupils . Researcher identified necessarily teachers education have the power to influenced of student education. School structure variables such as school location and school sector are significantly link to students. Child mentally better grow in better environment.Parent's education provides a betterenvironment for their children to complete education to earn smooth money. Thus,

the influence of socio-economic status and parents' level of education on student outcomes might be best for the economic stability and poverty reduction as well.

This study wants to measure the impact of parent's education, parent's income; teacher education and locality of school on students relinquish school during primary level. The purpose of this study was to examine the possible impact of parents education, parents income, teacher education and locality of school on students relinquished school during primary level of education. The main purposed of this study was to find out the reason of students relinquish schools during primary level so that the reason may be minimize and student may be kept for education in the class. For this purposed, data was collected from different schools of local area of D.G.Khan District. The samples size of study was 71 students as they were relinquished schools during primary level. The hypothesis of this research was parents education, parents income, teacher education and locality of school had impact on students relinquished school during primary level of education quo hypothesis was parents education, parents income, teacher education and locality of school had no impact on students relinquished school during primary level of education.

The current study seeks to answer the following questions:

- (A) What effect of parents' education on students relinquished school during primary level?
- (B) What effect of parent's income on students relinquished school during primary level?
- (C) What impact of teacher education on students relinquished school during primary level?
- (D) What impact of locality of school on students relinquished school during primary level?

2. LITERATURE REVIEW

In this literature review part, it was tried to analyze the effect of parents' back-ground (parents' education, parents' income), teacher education, and locality of school on students relinquished school during primary level. Young (1998) Claimed that, students of urban and rural areas of schools were different in their characteristics. OECD (2009) submitted a report and analysed the importance of a school's location. In research they controlled the parents socioeconomic characteristics and analysed the results from reading test. The results show that 8% difference in Colombia, minimum and maximum populated Zones differed by around 4%. Grissmer et al, (1994) found a positive relationship between children's and parents level of education and parents income. Saracho (2000) suggested that parents level of education played very important role in students educational development. Ersado (2005), analysed the cause of students continue their education and case was parents level of education. Murray (2002) noticed that every economically successful parents have successful children in education. Teacher education is very important Variable in a student life. A trained and qualified teacher can make education breeze and engrossing for their students. Greenberg et al (2004) suggested that researchers and policymakers should have improving teacher quality. Rivkin and Kain (2005) identified teachers and teaching quality increased the education quality. Mike (2008) evaluated and examined how socioeconomic factors affected primary school dropout in Uganda. For that research, researcher used National Service Delivery Survey data (2004). The result of research was parental education, household size and number of economically active members were played significance role in school dropout in primary education. Economically low Schools faced many problems such as unemployment, migration of the qualified teachers, and these schools gain low educational achievements (Sammons, 2009). Zhang, & Rozelle (2012) concluded that poverty was main and primary cause for school drop in primary education. Kainuwa & Yusuf (2013) examined the relation of Household income and drop out, finding of this research was household income linked to children education and drop out of school. The most recent report of education department (Jan 2014), was only 2% students continued their education and reached in high schools cause of low family income. Pedro Carneiro and Heckman (2003) used Stephen Cameron (1998) US data and Arnaud Chevalier and Gauthier Lanot (2002) UK National Child Development Study data and found the result. The result show that in children education parents education was significant and parents income was insignificant. Alisa (2010) found the difference from poor and rich students during primary level and its difference

increased day by day. Although children education linked with parent's education and parents income but researchers force the home literacy environment that was important characteristic.

3. METHODOLOGY

This study collected secondary data from different urban and rural areas of D.G.Khan schools. The data consisted of 71 students. The independent variables in this study were Parents Education, Parents Income, Teacher Education and Locality of schools. In multiple regression, parents education was divided in two categories educated or uneducated. Same as locality was divided rural or urban areas, but teacher education was divided in three categories F.A/C.T, B.A/B.ed and M.A. The dependent variable was stay duration of students during primary level and variable was showing through month of study duration. The data was analysed through statistic technique Multiple Regression. The multiple regression model was:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Y was the value of students study duration

a (Alpha) was the Constant or intercept

b_1, b_2, b_3, b_4 were the Slope (Beta coefficient) for X_1, X_2, X_3, X_4

X_1 First independent variable that was parents education

X_2 Second independent variable that was parents income

X_3 Third independent variable that was teacher education

X_4 Fourth independent variable that was school locality.

4. RESULTS

In current study, used the Multiple Regression and type of Enter method. According to table 1, R value is .857 and R Square value is .734. In percentage R Square value is 73%. This value shows model 73% fit and only 27% error.

Table 1

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.857 ^a	.734	.718	10.445	.734	45.623	4	66	.000

a. Predictors: (Constant), School.location, Parents.Edu, Teacher.Edu, Parents.income

Table 2 shows that in parents education B value is 9.480 this value is greater than std.error 3.127 and significant value 0.003 is less than $\alpha = 0.05$. This shows parents education significant value. In parents income B value is 0.076 this value is large std.error 0.014 and significant value .000 is much smaller than $\alpha = 0.05$, It is a significant value. In teacher education B 10.653 this value is bigger than std.error 3.069 and significant value 0.001 is smaller than $\alpha = 0.05$, It is a significant value. If all three variables are significant then results show parents education, parents income and teacher education are affecting students relinquish school during primary level. But school locality significant value 0.088 is greater than $\alpha = 0.05$. In other words, school locality is insignificant and its no impact on students relinquish school during primary level.

Table 2

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-4.613	4.640		-.994	.324
Parents.Edu	9.480	3.127	.243	3.031	.003
Parents.income	.076	.014	.444	5.448	.000
Teacher.Edu	10.653	3.069	.268	3.471	.001
School.location	5.304	3.062	.136	1.732	.088

a. Dependent Variable: Stay.duration

5. DISCUSSION

The main objective of this discussion is to identify the problem and improve the quality of students learning. The variables considered in this study are Parents Education, Parent Income, Teacher Education, Locality of School. For parents education the data has provided many evidence against the quo hypothesis. This is similar with other researches that parents education is linked with students education (Grissmer et al, 1994, Saracho 2000, Ersado 2005, Mike 2008 Kainuwa & Yusuf 2013). In short, Recent discussions about parents education data presentation in this study indicate that low parents education is associated with perception of higher level drop out of school during primary level of education. According to parents income, the data rejected the quo hypothesis. The findings reveal a relationship between parents income and childrens education and its finding is consistent with previous research (Murray 2002, Pedro Carneiro and Heckman 2003, Mike 2008, Zhang & Rozelle 2012, Kainuwa & Yusuf 2013). In this research, those who childrens that parents are economically weaker relinquish school during primary level and economically strong students continue their education. The contribution of teachers education is positive in students education and again rejected the quo hypothesis. This research is consistent with previous research (Greenberg, Rhodes, Ye & Stancavage 2004 Rivkin, Hanushek and Kain 2005, Sammons, 2009). The teachers education factor is an important in continuing students education. In locality of school, the data accepted the quo hypothesis. This finding is inconsistent with previous research (Hannaway & Talbert 1993 and Young 1998, Sammons, 2009). Its mean school locality is not important and in education school locality has no impact on students relinquish school during primary level of education.

6. CONCLUSIONS

One of the biggest problems in today our country is low literacy level. The results show parents educational, parents income and teacher education have a significant effect on their childrens continuity education. The high educated parents force their own child's to continue education. Similarly teacher education and skill of teacher play a very important role that students not relinquish school during primary level. Parents will be invest income in their children's education by means of providing educational requirements will better. According to results, locality of school is not important in children's education. If we improve all of variables than researcher see a bright future of our childrens and country.

References

- [1] Carneiro, P., Hansen, K. T., & Heckman, J. J. (2003). Estimating Distributions of Treatment Effects with an Application to the Returns to Schooling and Measurement of the Effects of Uncertainty on College (No. w9546). National Bureau of Economic Research.
- [2] Darling-Hammond, L., & Youngs, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tell us?. *Educational researcher*, 13-25.
- [3] Goodman, A., & Gregg, P. (Eds.). (2010). *Poorer children's educational attainment: how important are attitudes and behaviour?* (p. 6). York: Joseph Rowntree Foundation.
- [4] Kainuwa, A., & Yusuf, N. B. M. (2013). Influence of Socio-Economic and Educational Background of Parents on their Children's Education in Nigeria. *International Journal of Scientific and Research Publications*, 3(10), 1-7.
- [5] Knighton, T., Brochu, P., & Gluszynski, T. (2010). Measuring up: Canadian results of the OECD PISA study: the performance of Canada's youth in reading, mathematics and science 2009: first results for Canadians aged 15.
- [6] Levin, H. M. (1997). Raising school productivity: An x-efficiency approach. *Economics of Education Review*, 16(3), 303-311.
- [7] Okumu, I. M., Nakajjo, A., & Isoke, D. (2008). Socioeconomic determinants of primary school dropout: the logistic model analysis.
- [8] Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458.
- [9] Sammons, P. (2009). The dynamics of educational effectiveness: a contribution to policy, practice and theory in contemporary schools.
- [10] Saracho, O. N. (2000). Literacy development in the family context. *Early Child Development and Care*, 163(1), 107-114.
- [11] Visit APA's CYouth and Families office website: [http:// www. Apa . org / Pi / families / rch](http://www.Apa.org/Pi/families/rch) retrieves on 2 august 20.
- [12] Yi, H., Zhang, L., Luo, R., Shi, Y., Mo, D., Chen, X., ... & Rozelle, S. (2012). Dropping out: Why are students leaving junior high in China's poor rural areas?. *International Journal of Educational Development*, 32(4), 555-563.